Wentworth Intermediate School

Multi-Tiered System of Support (MTSS) Handbook

2025-26 School Year

D155 MISSION

The Calumet City School District 155 staff will strengthen its partnership with children, parents and community to provide an optimum climate for learning in which children may reach their true potential and pursue their life goals.

MTSS OVERVIEW

A Multi-Tiered System of Support (MTSS) is a framework for continuous improvement that is systemic, proactive, and data-informed to provide a coherent continuum of support that is responsive to the needs of all students. The framework is designed to intervene when students are identified as having challenges with academics, behavior, and/or social emotional learning. Students who are experiencing challenges in these areas are identified early through universal screening; historical data for behavior, attendance, and grades are used to identify/anticipate students having challenges with the core curriculum. After the areas of support are determined, interventions are put into place to address the students' needs.

The MTSS framework is a continuum of intentional, evidence-based practices meant to support students of all ability levels. MTSS begins in the classroom with high-quality instruction, assessment, and immediate interventions to support any student who may not be performing according to the Illinois State Board of Education (ISBE) [Priority Standards](#) for their respective grade level. A fundamental concept of MTSS is that all students receive core academic and behavioral support. Additional targeted supports are provided to students based on a continuous review of the students performance; root cause analysis of problem areas; and the effectiveness of current strategies, supports, and interventions.

Students' progress is monitored bi-weekly, and their success is measured based on *growth metrics*. Student success is determined based on *growth*. For academics, growth can be measured quantitatively using STAR/IAR data, common formative assessment data, progress reports, and report cards. For behavior, growth can be measured quantitatively using discipline data and Likert-style surveys. Growth can also be measured qualitatively using student reflection essays that are aligned to the Collaborative of Academic, Social, and Emotional Learning (CASEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The MTSS framework consists of three tiers. Each tier is defined and the criteria for students moving among the tiers is detailed in the following section.

THREE TIERS OF SUPPORT
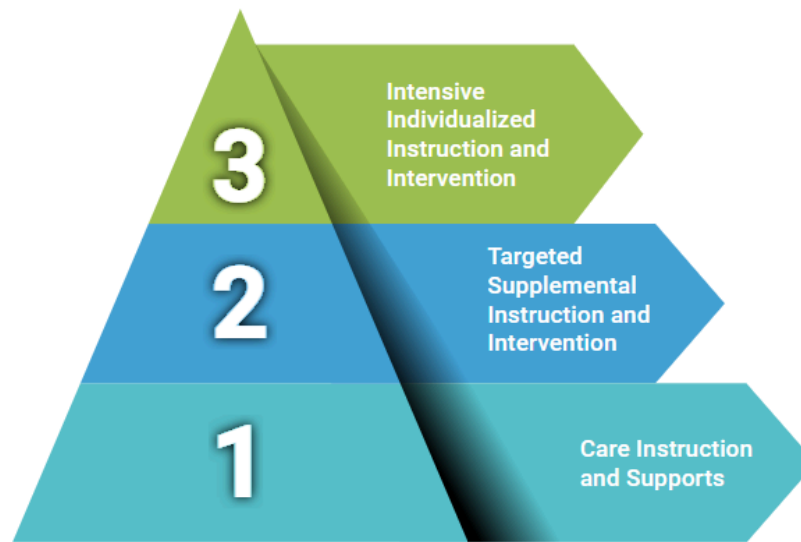
TIER I: UNIVERSAL SUPPORT *[80-85% of Students]*

Tier I is known as the *universal support*, or schoolwide, tier. All students are provided with classroom-based strategies to help them master the core curriculum that all students experience. Universal supports are instructional practices that promote success for all students. Students that do not respond to Tier I support, *and* do not meet the established criteria, will transition to Tier II.

Tier I Strategies & Supports		
ELA	**Math**	**SEL**
Accelerated Reader Fundations Common Formative Assessments Freckle ELA Guided Reading: Reading Groups	Common Formative Assessments enVision: SuccessMaker Freckle Math	CHAMPS Classroom Communities SecondStep Houses(Whole School Communities) Tier Sheets

TIER II: TARGETED SUPPORT *[10-15% of Students]*

Tier II is where students receive *targeted support* to address their needs related to academics and/or behavior. Targeted interventions often occur in a small group setting. Students in Tier II who need additional support to master the core curriculum will move to Tier III.

Tier II Strategies & Supports		
ELA	**Math**	**SEL**
Fundations Reading Intervention Small Group Instruction Freckle ELA CBM Renaissance Guided Reading: Skill specific	Freckle Math Small Group Instruction enVision:Successmaker	Counseling & Social Work Houses (student/team leaders) Tier Sheets (Behavior Sheets) CHAMPS

TIER III: INTENSIVE SUPPORT *[1-9% of Students]*

Tier III is where students receive *intensive support* to address their needs related to academics and/or behavior. Intensive interventions are mostly individualized. Students in Tier III who still need additional support to master the core curriculum will be recommended to the Problem Solving Committee to determine if he/she is eligible for special education services.

Tier III Strategies & Supports		
ELA	**Math**	**SEL**
CBM Renaissance 1:3 small group(skill based instruction)	Freckle Math (skill based/adaptive) CBM Renaissance	Tier Sheet (specific behavior sheet) Second Step CHAMPS 1:1 Counseling/Social Work

UNIVERSAL SCREENING & ASSESSMENT SCHEDULE

WIS uses the STAR Reading and Math assessment as the universal screener for academics. Students take the STAR assessment in September to establish a baseline; progress is monitored in January and May, annually. The STAR assessment provides a measure of a student's progress through the core curriculum and whether that progress is adequate.

MTSS TEAM

MTSS teams are grade-level teams (GLT) that facilitate the data analysis protocol to address matters related to behavior (SEL), attendance (SEL), and grades. The team includes teachers, psychologists, administrators, and social workers. They analyze the effectiveness of current strategies, and make data-informed adjustments as needed. The MTSS team monitors the progress of students meeting Tier I criteria during each school month; students who meet the Tier II criteria are progress-monitored twice a month; students who meet the Tier III criteria will be progress-monitored on a weekly basis.

Problem-Solving Procedures

Step 1	Teachers should complete the Individual Problem Solving Request Form and submit to the building principals to be scheduled into the monthly problem solving meeting.
Step 2	The teacher/team will have discussions based on data that the student has demonstrated. During this time, the team should complete the Problem Solving Data Discussion Form. The team will determine which skills and teaching strategies will be used. During this time, the instructional planning form should be utilized.
Step 3	During this time services will be provided to the student by designated staff.
Step 4 (if necessary)	A referral for special education should be completed compiling all interventions and providing data as well as filling out the screening packet.

Click here for Problem Solving Handbook.